

Your World, My World

Lesson plan 2: Looking at our names

Age group: 4–7

Aims:

To explore the importance of names and identity. To enable children to learn more about each other. To help children understand the consequences of name-calling.

What to do:

Note: You may find it helpful to spread this activity over two lessons so that children can ask their parents about their names and what they mean as preparation.

You will need:

- photos which show Muluken, Cidinha, Sasha and Shakeel (numbers 1, 8, 13, 22 are most appropriate) from the **photo gallery** (in Power Point).
- photocopies of the **worksheet My name is** (below) - enough for each child to have one
- pens, pencils, coloured crayons etc

Begin by asking children to sit in a circle facing inwards. Ask them to think of a positive word which begins with the same initial as their name, for example: Regal Rhys; Joyful Jasmine etc.

Now introduce yourself, giving information such as what your name means, how it was decided upon, who you were named after, how you feel about your name etc. Ask children, if they have similar information, to do the same.

Introduce Muluken, Cidinha, Sasha and Shakeel by name and talk about what their names mean, using the information below. Then ask children to fill in the Worksheet for their own name.

Come back together as a class and share what children have drawn on their sheets. Then go on to talk about the following points.

- Why do we need names?
- Why are our names so special to us?
- Why should we not make fun of people's names?
- Have the children in the class ever been called names which they do not like?
- What sort of things do people get called names about (appearance, accents, family circumstances etc.)?

- What might it feel like to be called names?
- What can be done to stop name-calling (telling the teacher, asking the name caller how they would feel if they were called names etc.)?

Other ideas:

Ask children to make individual name badges and decorate them.

Shakeel

Shakeel's full name is Mohammad Shakeel, although everyone knows him as Shakeel. It means 'handsome'. Like many Muslims, Shakeel's father consulted a maulvi and was given a name that was chosen from the Koran.

Sasha

Sasha is short for Alexander. It means 'winner'.

Muluken (pronounced Moo-loo-ken)

Muluken means 'a full day'.

Cidinha (pronounced Shid-jin-ya)

Cidinha's real name is Aparecida but everyone calls her Cidinha. Aparecida is a Portuguese word meaning 'apparition'.

Curriculum links:

England	Scotland	Wales
Citizenship and PSHE: - To recognise the choices they can make, and recognise the difference between right and wrong. - To recognise how their behaviour affects other people. - To listen to other people, and play and work co-operatively. - To feel positive about themselves. English: - Speaking and listening. - Group discussion and interaction.	Environmental Studies, Social subjects: - Enquiry - answer simple questions from the teacher on what they have found out. PSE: - Know themselves as unique individuals; begin to identify those values which are important to the home, school and community; demonstrate respect and tolerance towards others. English: - Listening and talking in groups.	PSE: - To recognise the choices they can make, and recognise the difference between right and wrong. - To recognise how their behaviour affects other people. - To listen to other people, and play and work co-operatively. - To feel positive about themselves. English: - Speaking and listening. - Group discussion and interaction.

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Worksheet: My name is ...

My name is:

I feel...

...about my name

Draw a picture here >>

When people call me horrid names I feel...

Draw a picture here >>

Special names I like being called are...

Draw a picture here >>

When I am called my special name I feel...

Draw a picture here >>